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**CASE STUDIES OF FAILURES AMONG  
MONTANA STATE UNIVERSITY TRAINED TEACHERS  
SINCE 1946**

**by**

**ROBERT MOORE  
B.A., Montana State University, 1949**

**Presented in partial fulfillment  
of the requirements for the degree of  
Master of Arts**

**MONTANA STATE UNIVERSITY**

**1951**

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Date 7/16/51

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## CHAPTER I

### THE PROBLEM AND DEFINITION OF TERMS USED

The problem of selection of prospective teachers is unique in that it has, within the last two decades, presented two entirely different aspects. During the depression years a condition of oversupply existed in the teaching profession as it did in so many others. The number of applicants to teacher training institutions exceeded the capacities of those institutions. It became necessary, therefore, to exercise a rather rigorous selection of candidates in order that the training facilities should not be over-taxed and to minimize as far as was possible the oversupply of teachers. Since the outbreak of World War II, however, the situation has changed radically. Due to the influence of a number of factors, the supply of teachers became more and more restricted, until the problem has become one primarily of recruitment, rather than selection. This should not be taken to mean that selection procedures should be abandoned. As the supply of qualified workers in any field diminishes, a growing number of less well qualified people are admitted to that occupation or profession, with a consequent lowering of standards. It is naturally the desire of professional people in general, and educators in particular that professional standards be maintained at as high a level as is consistent with the existing



supply. Consequently, there is a need for some sort of criterion or guide for the selection of prospective teachers.

## I. THE PROBLEM

Statement of the problem. It was the purpose of this investigation (1) to discover any factors which might distinguish the successful from the unsuccessful teacher, according to the criterion adopted; (2) to demonstrate that a sufficient degree of consistency exists in these differentiating factors to permit their use as a guide in the selection and recruitment of prospective teachers; (3) to show that selection may be made prior to service using only such information as may be available to those charged with the responsibility for such a selection program.

Importance of the problem. Preliminary research for this study elicited responses from thirty superintendents to the effect that they had employed inferior or failing teachers during the years 1946--1950 who were graduated from Montana State University.<sup>1</sup> Assuming only one failure per superintendent, and assuming further that 100 per cent response was obtained, this would mean that a total of thirty failures were noted among Montana State University graduates during

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<sup>1</sup>See Appendix A.

the four years in question. Although thirty is a small number in relation to the approximately six thousand teacher-years worked during that period, it assumes significance when viewed in the light of these considerations: (1) though no data are available, it is safe to assume that Montana State University graduates do not constitute a majority of the secondary teachers in the state; (2) that of these graduates only a relatively small number may be assumed to fall within the limits of service and experience imposed by this study; (3) almost certainly less than 100 per cent response was received to the original inquiry.

Considerable interest in this problem from the viewpoint of general teacher evaluation has been indicated by the Montana Education Association and its Committee on Teacher Education and Professional Standards. A survey<sup>2</sup> was conducted by the committee concurrent with this writer's investigation which considered the problem of characteristics that distinguish the good teacher from the mediocre teacher.

Anderson<sup>3</sup> has approached the problem of prediction

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<sup>2</sup>A report on this survey, as yet unpublished, was prepared by this writer in June, 1951. The report should not be considered rigorous or conclusive in any way, but is cited merely as being indicative of interest in the problem.

<sup>3</sup>C. A. Anderson, "A Survey of the Teaching Success of Montana State University Graduates Employed in Montana Secondary Schools." (unpublished Professional Paper, Montana State University, Missoula, 1950) p. 112.

as a sideline of his follow-up study of Montana State University graduates. He reports fair success ( $r = .59$ ) in predicting success as measured by superintendents' ratings from the judgments of School of Education faculty members. This method is open to criticism on at least two points, however. First, his rating scale requires placement of the teacher in one of three categories on a number of points. In some instances, the differences between the categories do not appear to be equal. Secondly, the teachers were divided into three groups (upper, middle and lower) by the faculty. When used with the Pearson product-moment formula, a small number of categories lead to spuriously high correlations.

Recognizing the need for and interest in the problem, it is hoped that this study will avoid some of the limitations of the previous attempt by Anderson which, to this writer's knowledge is the only other investigation which has been made of the subject in Montana.

## II. DEFINITIONS OF TERMS USED

Failure. A teacher failure shall be taken to mean any teacher who was considered by his superintendent to be, ". . . in any way unsatisfactory or sub-standard . . .".<sup>4</sup> This choice of a criterion will be discussed at length in Chapter III.

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<sup>4</sup>See Appendix.

Montana State University Trained Teacher. A Montana State University trained teacher shall, for the purposes of this study, be considered as one who (1) received all or part of his teacher training at Montana State University; and (2) was graduated from, or received certification upon the recommendation of the faculty of, Montana State University.

## CHAPTER II

### REVIEW OF THE LITERATURE

A good sized body of literature exists in the general area of the measurement and prediction of teacher success, and the selection practices of various teacher training institutions. The major portion of this literature has appeared in the education periodicals. Much of the material in the field is reiterative to a certain extent, and only those articles which are either representative or unique in the field will be reviewed here.

Most of the work that has been done in prediction of teacher success has been statistical in nature. A. S. Barr,<sup>1</sup> probably the most prolific writer in the field, reports a study by Holt<sup>2</sup> in which correlations were computed between various measures, (Binnett-Nelson Test of Mental Ability, the Cooperative General Culture Test and Reading Comprehension Test, tests in subject matter fields and the university grade point average) and a composite of six in-service ratings. The highest correlation reported was .44 between grade point

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<sup>1</sup>A. S. Barr, "Measurement and Prediction of Teacher Efficiency," Review of Educational Research, 16:203, June, 1946.

<sup>2</sup>Esther Holt, "Study of Achievement in Educational Psychology," Journal of Experimental Education, 13:174, June, 1945.

average and the composite ratings. The lowest correlation,  $-.17$ , was between intelligence as measured by the Lenzon-Nelson, and the composite ratings.

In direct contradiction to the intelligence correlation noted above, La Duke<sup>3</sup> reports a correlation of  $.61$  between intelligence as measured by the American Council on Education Psychological Examination (ACE) and his criterion of success, pupil change. Other writers, Rolfe<sup>4</sup> and Rostker,<sup>5</sup> working on similar problems in the same series of experiments, report correlations of  $-.10$  and  $.53$ , respectively between the ACE and the same criteria. O'Brien<sup>6</sup> reports a correlation of  $.14$  between intelligence and success. Other writers similarly report wide ranges of correlations, from low negative to fair positive, between intelligence and success as measured by various criteria.

Barr and Douglas<sup>7</sup> find that, despite such uncertainty

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<sup>3</sup>C. V. La Duke, "The Measurement of Teacher Ability," Journal of Experimental Education, 14:99, Sept., 1945.

<sup>4</sup>J. F. Rolfe, "Measurement of Teaching Ability," Journal of Experimental Education, 14:73-74, Sept., 1945.

<sup>5</sup>L. E. Rostker, "Measurement of Teaching Ability," Journal of Experimental Education, 14:50, Sept., 1945.

<sup>6</sup>F. J. O'Brien, "Educating for Mental Health," American Journal of Orthopsychiatry, 9:273, 1939, cited by A. S. Barr, "Prediction of Teaching Success," Review of Educational Research, 10:136, June, 1940.

<sup>7</sup>A. S. Barr and Lois Douglas, "Pre-Training Selection of Teachers," Journal of Educational Research, 27:100, Oct., 1934.

as to the value of such measures, intelligence, mental ability and scholastic aptitude have been quite widely used as bases for selection of students for teacher training. (See Table 1)

Intelligence, of course, is not the only standard used in attempts to measure or predict teacher success. Rostker,<sup>8</sup> in his Wisconsin Studies, used eighteen different tests and scales. These included, besides intelligence tests, tests of personality, attitudes, achievement, teaching aptitude. Rolfe<sup>9</sup> and La Duke<sup>10</sup> used the same set of tests. Baker<sup>11</sup> reports the practice of basing admission to teacher training institutions on scholarship, health, character and personality. The notable thing about these and other studies cited, however, is the lack of consistent correlation, high, low, positive or negative, between any of the factors studied and the various criteria. It would seem, then, that some other factor, perhaps not amenable to objective evaluation, or a group of factors so complex as to defy analysis might account for the differences observed

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<sup>8</sup>Rostker, op. cit., p.

<sup>9</sup>Rolfe, op. cit., p.

<sup>10</sup>La Duke, op. cit., p.

<sup>11</sup>Frank E. Baker, "Who Can be Taught to Teach?" Journal of Education, 126:245, May, 1941.

TABLE I  
METHODS USED BY INSTITUTIONS  
SELECTING STUDENTS FOR TEACHER TRAINING<sup>12</sup>

Bases of Selection	Frequency
Scholarship	33
Testimonials of ability and aptitude	23
Testimonials of character	25
Testimonials of health	21
Health examination	11
Physical examination	14
Physical and mental ability	4
Entrance examination	14
English examination	20
Psychological teaching aptitude tests	18
Achievement tests	3
General ability tests	3

<sup>12</sup>Darr and Douglas, op. cit., p. 100.



between teachers. Brookover<sup>13</sup> takes note of this fact when he remarks, "Certain social and social-psychological factors are related to teaching ability."<sup>14</sup> Having noted this, he then concludes that personality ratings are not related to teacher efficiency, and that, indeed, teacher ratings in general are related mostly to each other, not to any criterion of success.

The idea that the problem of prediction of success does not lend itself to statistical procedures is not new. In 1935, Corey<sup>15</sup> wrote:

. . . it would seem fruitless to continue researches of the same old sort where correlations are computed between subjectively estimated teaching success and certain other more or less objectively measured factors.

Not much emphasis has been given to non-statistical procedures until recently, however. Most of the research done has been statistical in nature, making use of all sorts of measures and criteria, such as those cited in Table I on the preceding page. But Henrick<sup>16</sup> says, "As a means of

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<sup>13</sup>William B. Brookover, "The Relation of Social Factors to Teaching Ability," Journal of Experimental Education, 13:191 et. seq., June, 1945.

<sup>14</sup>Ibid., p. 192.

<sup>15</sup>S. M. Corey, "What are the Factors Involved in the Success of High School Teachers?" North Central Association Quarterly, 10:234, Oct., 1935.

<sup>16</sup>C. R. Henrick, "Criteria in the Evaluation of Teachers," Madison Quarterly, 9:63, May, 1940.

accurate measurement, such criteria are of limited use; . . ."

Two new methods of research in the area of the prediction of success have been proposed. It is the aim of these methods to overcome, at least in part, some of the criticisms that have been leveled at the statistical approaches to the problem. Mott points out one of them: "Some colleges have found that this negative approach to the development of criteria leads to a consensus more rapidly than a direct positive approach."<sup>17</sup> The second, "A case study of each student would be ideal,"<sup>18</sup> is indicated by Crowley in a review of current practices.

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<sup>17</sup>E. B. Mott, "Teacher Failures in the Public Schools," The Agricultural Education Magazine, 22:208, March, 1950.

<sup>18</sup>F. H. Crowley, "Selection by Training Agencies," Ehi Delta Kappa, 24:347, May, 1942.

## CHAPTER III

### METHOD

As was pointed out in the foregoing chapter, a large part of the work done in the field of prediction has been positive and statistical in character. That is, attempts have been made to discover and predict traits found in the successful teacher, and the prediction has been done by correlating test scores, personality ratings and the like with superintendents' ratings and other "measures" of success. It was also noted that these studies did not meet with any marked degree of success. Either low or variable correlations were obtained in most cases.

The writer decided, therefore, that a different approach might be more fruitful. Part of the difficulty involved in former studies was in obtaining sufficiently objective ratings of efficiency. Hence, in order to achieve maximum reliability of data, the superintendents were presented with only two choices: was the teacher in question a failure, or was he not? Obviously, this information could have been, and was, in the preliminary survey, obtained by means of a questionnaire. It was felt, however, that more detailed information was desirable, particularly with reference to the specific areas within which failure occurred. Hence, an interview technique was employed. In all, twenty two school

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administrators were interviewed, yielding what was thought to be a fair sample of the state, geographically. In order that confidences be maintained, no listing of sources will be presented.

The interview was standardized only to the extent that certain objective information such as name, subjects taught and so forth was asked for, and other points marked for mention. The guide sheet used is reproduced in the Appendix. In general, the administrator was asked to talk freely while the investigator made notes of what was said.

After gathering information from the administrators, a thorough search of university records was made, and inquiries were addressed to the high school attended by each subject. This last did not yield many or significant results. It is probable that the poor return from the inquiries was due to the phraseology of the letter, reproduced in Appendix. The investigator felt, however, that revealing any more information about the true nature of the study would have been inimical to the interests of the subjects concerned. Those replies received are reproduced with their appropriate case reports.

The following sources were consulted in the preparation of the case reports, where available: (1) The administrator employing the failing teacher; (2) University transcripts for each subject; (3) Reports of the subject's

student teaching, including the supervising teacher's report and university supervisor's reports; (4) The high school attended by each subject; (5) University records of admissions data.

It will be argued that the opinion of an administrator is not a valid criterion of failure; the truth of that objection is granted. It is also true, however, that in practice an administrator's opinion is the determining, if not the sole factor in the success or failure of a teacher on a particular job, since it is he that recommends the hiring or firing of a teacher. Hence, since it was patently impossible to test every graduate of Montana State University who is teaching in Montana, or to devise any other criterion not based on opinion at some point in its development, the criterion of administrator opinion was adopted.

It may also be argued that insufficient data were gathered in the individual case studies. The purpose of the study, however, was to develop a guide, if possible, from materials and information readily available to university personnel.

The reports of the case studies are presented in Chapter IV, while Chapter V includes a set of reports of record searches carried on for graduates during the same period who were not unsuccessful according to the criterion adopted.

## CHAPTER IV

### CASE INCIDENTS

Case I. The subject in this case was a young woman who was graduated from Montana State University in 1948. She was employed to teach English and Spanish in a northwestern Montana school with an enrollment (in 1950) of 285. Although married and the mother of a five year old girl, she was not living with her husband.

According to the administrator interviewed, her difficulty stemmed from personality trouble combined with a complete lack of professional ethics. It was stated that she had a "persecution complex" and was inclined to be quite untruthful. She seemed to enjoy stirring up trouble, and upon one occasion was credited with starting a fight between the junior and senior class. For some reason, which was not known, she also attempted to turn the students against certain teachers. Her handling of discipline was characterized as "inconsistent".

Although her personal behavior was not objectionable, her language was, at times. It was stated that she talked "like a Marine sergeant", which, indeed, she had been. Even with her poor attitude, she maintained the respect of the students. She was not, however, accepted in the community, because, according to the administrator, she would not let

herself to. In conclusion, the administrator stated that she probably could never become an acceptable teacher because of her attitude and general instability. This opinion was demonstrated to have been well-founded the following year when she simply walked off the job in another town. The administrator in that system added only that she was "insubordinate".

Subject was thought to have had most of the characteristics generally looked for in a good teacher. She was above average in personal appearance, tactful when the occasion demanded and had a good knowledge of her subject matter in spite of the fact that she was teaching in a field other than her major.

The college record of this subject is an interesting one. She first entered the university in 1940. Her work during the first period, i.e., lower division, was fairly good; her first period grade point average was 1.84, although her grades ranged, in an extreme case, down to "F". In 1943 she withdrew from the university and entered the Marine Corps. She returned to the university in 1947 and completed a BA degree in French with a Spanish minor. This was apparently a change in major from science. On her application for admission in 1940 she stated that she planned to be a laboratory technician.

An inquiry made to the high school from which she

graduated revealed considerable information. She was characterized as extremely happy, cooperative, full of life and vivacious. She was thought to be a very able student, having been elected to the National Honor Society, and was very active in girl's athletics. In response to the question, "What is your personal opinion of her chances of success as a high school teacher?" this reply was received: "Excellent, providing she doesn't get a principal who kills her interest or isn't intelligent enough to use her talents." The general impression she made on the teacher who answered the inquiry is as follows:

I knew Subject well. She was an exceptionally fine young lady, attractive, full of enthusiasm, intelligent, and cooperative. She was active in school affairs, in Girl's Club and G.A.A. particularly, and she was very well liked by her teachers as well as by her classmates.

This is what her supervising teacher had to say about her:

Subject has an excellent command of the classroom. She had a difficult assignment--presentation of advanced details of grammar, something she had been away from in university work for some time herself.

I especially liked her blackboard presentations. The class was most cooperative.

Sometimes the mechanics of taking roll, reading bulletin, etc., slipped by, but that comes with practice and is not a part of teaching.

I believe she would put the fear of God into a would-be freshman class of boys. She has a stern, commanding voice and although speaks a little fast, every word is understandable, thanks to a good low voice.



Being married, a mother and an ex-Marine helps too.

Professional attitude may be cynical at times, but her philosophy of education is good.

Following is a summary of Subject's scholastic record:

Rank in high school . . . . .	Upper 1/3
Otis Higher I.Q. . . . .	118
A.C.E. total percentile . . . . .	59.9
First period grade point average. . . . .	1.84
Final grade point average . . . . .	1.39
Major grade point average . . . . .	1.85
Minor grade point average . . . . .	1.47
Education grade point average . . . . .	1.24
Practice teaching grade . . . . .	A

Case II. The subject in this case was a young man, a war veteran who was graduated from Montana State University in 1949. He was employed to teach journalism, social science and English in a central Montana school with a 1950 enrollment of 161. He was unmarried.

The main cause of his failure was thought to be his quick temper and lack of self control. He was a large, powerful man who weighed 230 pounds when he graduated from high school, and was inclined to use profane language rather freely. His personal behavior was satisfactory, and although he drank in moderation, this was not, according to the administrator, a source of difficulty.

An incident, illustrative of his temper and lack of control was cited by the administrator. During a class recitation, he received answer to a question which was incorrect. He became angry and kicked a desk top off and used abusive language. This frightened the student, who was a sensitive and carefully brought up girl. Her parents subsequently withdrew her from school.

Aside from his quick temper, Subject was thought to be an excellent disciplinarian who had good command of his subject matter and was in most other aspects a satisfactory teacher.

The general character of Subject's college work is average. He adhered closely to the standard course of study and showed no indication of having changed his educational objective. The record is outstanding only from the point of view of having received only one "A" grade during his entire college career. He earned a BA in journalism, and in spite of the mediocre nature of his work entered graduate school, completing thirteen graduate credits prior to accepting a teaching position.

The response to the inquiry made to the high school from which he graduated is not especially enlightening. It states in part that, "He is a good student and wanted to go to school. He is outstanding in athletics and is considered to be a very good prospect as a teacher." It is interesting

to note, however, the comments of his high school principal on Subject's application for admission to the university: "He was a well behaved young man in school and his grades rate well up even though he was not what you would call a scholar."

Following are the comments of his supervising teacher:

The course in journalism at Missoula County High School in which Subject was a cadet is quite different from the usual class . . . .

. . . . .

After the period of class instruction is over, the student staff takes as much responsibility as it can; and the adviser (and cadet) act in a supervisory capacity. I think Subject's greatest difficulty was in learning to keep his hands off. This is not necessarily a fault for a beginner, I believe, but rather an indication of earnestness.

I think Subject fitted into the procedure followed on the Konah staff very well . . . . I found him a decided help. The class, I know, reacted to his instruction and supervision favorably.

The summary of Subject's scholastic record is as follows:

High school rank . . . . .	Middle 1/3
A.C.E. total percentile. . . . .	4.83
First period grade point average . . . . .	0.91
Final grade point average. . . . .	1.15
Major grade point average. . . . .	1.07
Minor grade point average. . . . .	1.50
Education grade point average. . . . .	1.28
Practice teaching grade. . . . .	A

Case III. The subject in this case was a young man who was graduated from Montana State University in 1949. He was employed to teach chemistry, American history and geometry in a north central Montana high school with a 1950 enrollment of 36. He was unmarried.

It was the opinion of the administrator that, although he was a fairly good teacher otherwise, he could not handle or maintain discipline. The problem was thought to have arisen from his inability to control study halls, then spread to his classroom. It was further stated that the situation probably could have been prevented from growing into the problem that it became but for the subject's inclination just to let things slide and take no action in seemingly minor disciplinary matters. Subject did not possess the strong will power thought to be necessary for good teaching, and in addition was unable to relax. Subject's personality was described as too quiet and not sufficiently aggressive. The administrator thought it essential for a good teacher to be consistent in his dealings with students, which subject was not.

Subject was well liked in the community, and it was thought that with proper in-service training he could have become a good teacher. He was offered a contract for a second year, in spite of the administrator's opinion that he probably would have become an even worse teacher than he was.

Subject's college work was not at all outstanding, and his work can best be described as average. There were no abrupt changes of major or deviations from the established pattern throughout his career. Perhaps the most significant item on his record is a practice teaching grade of "C".

These are the comments of his supervising teacher:

Subject has many possibilities as a teacher. I know that he enjoys working with young people and the class did respect him. Math is a hard subject to teach, but I feel that Subject can do the work. Make shorter lessons, more time to explain problems, more individual work for the slower pupils and extra work for those who finish early.

Believe that he will make a fine teacher with proper help to get started he can carry on very well.

It might be pertinent to note that Subject was out of his field, (history major, physical science minor) and did his practice teaching in an elementary school.

The inquiry to the high school from which Subject graduated elicited a rather glowing report, which is reproduced in part:

Subject possess a very pleasing personality--a friendly disposition; made friends who remained loyal to him. He has high quality of sportsmanship and reliability; possess ability and initiative.

As a student was easily in the top 1/4--a good student--interested in his work.

In my opinion Subject should make a successful teacher because of his cheerful and even disposition--interest, initiative and ability--good character.

.....

... I would say that subject is a fine, friendly young man--one who is liked and respected by all. He

possesses a good character--is honest and dependable; possesses initiative and ability. He has an excellent family background--he has been well trained from childhood by good parents.

Following is a summary of Subject's scholastic record:

High school rank . . . . .	Upper 1/3
A.C.S. total percentile. . . . .	55.0
First period grade point average . . . . .	1.21
Final grade point average. . . . .	1.20
Major grade point average . . . . .	1.68
Minor grade point average . . . . .	1.17
Education grade point average. . . . .	1.15
Practice teaching grade . . . . .	C

Case IV. The subject in this case was a young man who was graduated from Montana State University in 1949. He was employed to teach band and English in a west central Montana high school which had a 1950 enrollment of 106. He was married and had one child.

Although the administrator expressed the opinion that Subject's difficulty was mainly in the area of personality, he was considerably impressed by the fact that while Subject had 123 credits in music he could play only the bass horn, and was unable to give instructions in fingering the other band instruments. The administrator also stated that Subject could not teach English, which was his minor. Subject was said to have maintained discipline by sarcasm.

As was mentioned, the administrator stated that Subject's main failing was his personality, which led the administrator to describe him as likable, but possessed of queer ideas. Two examples of "queer" behavior were given. In the school in which Subject taught, it was school policy to administer six weeks tests with a certain period of time set aside for them. Subject failed to give a number of these tests. The second example is somewhat more bizarre. Subject came to class one day with an empty can in his hand and asked the class to write on the label of the can. He offered no explanation for the action. This investigator was unable to obtain any details or explanations of the incident.

The administrator also stated that Subject's attitude was poor. It was the policy of the school board not to allow smoking in the building. Therefore, for about ten minutes each afternoon Subject would walk out of his class, leave the building and have a cigarette, which he would smoke in his car, parked near the school building. He was also characterized as "set in his ways, disloyal, one of the poorest teachers ever employed".

Subject attended two other colleges prior to his enrollment at Montana State University. The work done at these two colleges was in science, and was very poor. During the only quarter of attendance at one college he received a straight "F" grade. This accounts in part for his low

grade point average at Montana State University, since the work done there in his major subject, music, was from good to excellent. Aside from music, however, and in spite of a relatively high scholastic aptitude, his work was below average. No answer was received to the inquiry sent to the high school from which he graduated.

Following are the comments of Subject's supervising teacher. He was teaching vocal music in an elementary school:

Appearance and courtesy--satisfactory.

Tact and poise--not very polished.

Initiative, enthusiasm, adaptability--poor.

Industry--he does put in many hours in dance band and claims to spend much time on school work--questionable!

Knowledge of subject matter: I believe he does have a fair knowledge of music--primarily instrumental. Perhaps he would do satisfactory teaching in that field rather than elementary school music. He expressed this feeling of being in the wrong field.

Application of knowledge to teaching--No!

Reaction to criticism: rather well taken. However, constantly trying to rationalize.

Results of criticism and suggestions: hardly discernible--yet noticeable.

He is uncertain as to his future: seems to be confused; lacks a definite goal; doesn't have his feet on the ground.

Our relations were at all times pleasant, though gravely serious when in conference discussing his progress.



If he could do instrumental work, I would hope he would get along much better.

The following comments were made by the university supervisor:

Talked to supervising teacher. Disappointed. Cadet misses or is tardy for conferences. Seems not interested.

Talked to supervising teacher. No improvement.

Conference with cadet. Warned, don't believe cadet really interested in teaching. Lesson plans sketchy.

Following is a summary of Subject's scholastic record:

High school rank . . . . .	Upper 1/3
Average high school mark . . . . .	86.11
A.C.B. total percentile. . . . .	83.3
First period grade point average . . . . .	1.43
Final grade point average. . . . .	1.06
Major grade point average. . . . .	1.38
Minor grade point average. . . . .	0.85
Education grade point average. . . . .	0.86
Practice teaching grades . . . . .	B-C

Case V. The subject in this case was a young man who was graduated from Montana State University in 1949. He was hired to coach and teach social studies in a central Montana high school with a 1950 enrollment of 22. He was single at the time he was hired, but married during the school year.

The actual outcomes of his teaching, that is, subject

matter learned by the students was thought to be average in his coaching and above average in the social studies. In the administrator's opinion, the source of the difficulty was Subject's personality and attitude, which were not fitted to life in a small town, and which did not inspire the respect of the students. Subject was described as the "hail fellow well met" type, and although he participated in community affairs and was himself accepted in the community, he was dissatisfied. Two instances were cited which illustrated ways in which Subject lost the respect of his students. In the first instance cited, Subject was dating high school girls during the first part of the year. While the administrator did not object to this practice on moral grounds, he was of the opinion that it was detrimental to good student-teacher relations. A second example given was that of allowing students to call Subject by his first name. It was school policy to encourage students to address the teachers as "Mister" or "Miss". Subject did not follow this policy, and encouraged the use of his first name by signing notices and so forth with his nickname.

The general character of Subject's college record seems to be about average, with average to good grades in education courses. He was graduated in August of 1949 with a Bachelor's degree in Education, with a history and political science major and a minor in physical education.

Comments made by Subject's supervising teacher are reproduced, in part, below:

Subject is still growing in this profession. I think he will be an asset to the profession. I believe his greatest improvement could come in P.E. I was more impressed with his teaching of history and science than gym work . . . .

Following is a summary of Subject's scholastic record:

High school rank . . . . .	Middle 1/3
A.C.E. total percentile. . . . .	24.6
First period grade point average . . .	1.01
Final grade point average. . . . .	1.21
Major grade point average. . . . .	1.20
Minor grade point average. . . . .	1.61
Education grade point average. . . . .	1.34
Practice teaching grade . . . . .	B
Scholastic probation . . . . .	4-46 to 12-47
Terman I.Q. (1941) . . . . .	119

Case VI. The subject in this case was a young woman who was graduated from Montana State University in 1948 and was employed to teach English in a western Montana high school with a 1950 enrollment of 214. She was unmarried.

In the opinion of the administrator, the main difficulty encountered here was a lack of preparation in subject matter. Although Subject had a Bachelor's degree in English, it was thought that she had not had her training in the proper areas, that is, in courses ordinarily taught in high

school. Administrator described her as a very sincere and fine person, who was a hard worker, but just didn't know the subject matter. He was careful to emphasize that this shortcoming was the fault of the training institution. Subject was, however, he said, a poor disciplinarian and too reticent and retiring. She lacked skill in her relations with parents. It was also stated that she lacked understanding of the purposes of the professional organizations.

The college record of this subject seems to contradict to some extent the expressed opinion of the administrator that Subject's deficiency in subject matter preparation was the fault of the training institution. The general character of her work at the university was poor to average, and she was on scholastic warning or probation during her entire senior year. Both her major and minor grades were considerably below average. Education subjects were the strongest.

The following comments were made by her supervising teacher:

Subject, who has done her practice teaching in a class of English 2, has been most cooperative and punctual. She has gained confidence in her class direction, and with more experience, should make a very reliable teacher. Her attitude toward the pupils is very sympathetic. The rather superior class has not given her the best field for practice. Her group of subject matter would perhaps fit better in an average class. Again, I emphasize that time and experience will show her that there are greater possibilities in subject matter.

Although no reply was received to the inquiry sent to the high school from which Subject graduated, some information is provided by the application blank filled out by her high school principal when she enrolled in the university. She was rated above average (midway between average and superior on a five point scale) on personal appearance, scholastic ability, initiative, leadership and emotional control on a rating scale provided on the standard application form. She received a superior rating on the points of honesty and cooperation. She was, however, described by her principal as "lacking in initiative". It was also stated by the principal that "She is of a retiring nature and could be well developed along the lines of leadership." Subject stated on her application blank that she planned to become a teacher.

Following is a summary of Subject's scholastic record:

High school rank . . . . .	Middle 1/3
A.C.E. total percentile. . . . .	46.2
First period grade point average . . . . .	0.90
Final grade point average. . . . .	1.00
Major grade point average. . . . .	0.79
Minor grade point average. . . . .	0.50
Education grade point average. . . . .	1.35
Practice teaching grade . . . . .	1
Scholastic probation . . . . .	4-46 to 2-41

Case VII. The subject in this case was a young woman who was graduated from Montana State University in 1947 and was employed to teach English in a small north central Montana school. She was divorced and had one child.

According to the administrator, the main difficulty experienced by this Subject was personality trouble. He stated that she was an "hypochondriac", always complaining about things, and generally hard to get along with. She had a high, nasal voice which, when Subject was excited, tended to get higher and louder. The administrator stated that Subject was quite a heavy drinker and was "man hungry". This last, in his opinion, tended to create hard feeling toward her among the high school girls in particular, who feared that she was "after their boy friends". She did not have the respect of the students, and nearly all of her discipline problems were handled by the administrator.

A bit of personal history recounted by the administrator may serve to explain her personality diversity. At the age of sixteen, while still in high school, Subject was forced to get married, apparently by an unexpected pregnancy. The marriage did not last long, and she divorced her husband shortly thereafter. She was then "sent" to a teacher training institution by her parents, supposedly to keep her out of mischief, for she was characterized by the administrator as "spoiled and headstrong at home".

The general character of Subject's college record is about average, with the exception of her major, music, where the grades were mostly "A". Fifty-five quarter credits were transferred from another institution which she attended for a year after having attended Montana State University from 1940 to 1942. She returned to Montana State University in 1944 and was graduated with a Bachelor's degree in Education in 1947. Aside from these transfers, there is little deviation from the established course throughout her college career.

Subject's practice teaching was done at another institution. The comments of her supervising teacher there are as follows:

Subject has made decided improvement in her teaching skill. At first, I was a little doubtful about her success, for she seemed bitter and a little quarrelsome. I found, however, that this was due to nervousness. She must have had some disagreeable pupils to handle in a school where she did not get enough cooperation from the principal. She learned to laugh with them and get them to work with her. She is a master of leading a discussion. At times she has had them on the edges of their seats, even talking out when what they had to say seemed too important to wait until she got around to calling on them. She is a little weak on punctuation, sentence structure and pronunciation (the latter, I believe, due to a vision difficulty, but nevertheless a fault in a teacher.) She has been eager to see what ideas another teacher has about a certain problem and has often borrowed my notes and drill sheets to make copies for future reference. She is critical of herself. She has a fine sense of humor. The fact that she has had training in music ought to make her a valuable addition to any school staff, especially in handling outside activities. I believe that in a couple of years she will be a very strong teacher. Possibly it would be well to suggest

that she return for an advanced course in methods after she has taught a year or so.

No reply was received to the inquiry sent to the high school from which Subject was graduated, but again the application blank filled out by her high school principal was available for study. She was rated below average in leadership; average in scholastic ability, initiative and emotional stability; above average in personal appearance and cooperation; superior in honesty. The principal remarked that although she was a "bright girl", he did not believe she would work hard enough to succeed.

Following is a summary of Subject's scholastic record:

High School rank . . . . .	Middle 1/3
A.C.E. total percentile. . . . .	70.2
First period grade point average . . .	1.03
Final grade point average. . . . .	1.12
Major grade point average. . . . .	1.01
Minor grade point average. . . . .	0.87
Education grade point average. . . . .	1.17
Practice teaching grade (average of four quarters) . . . . .	C

Case VIII. The subject in this case was a young woman who was graduated from Montana State University in 1949. She was hired to teach home economics in a northern Montana school with a 1950 enrollment of 44. She was married and



the mother of several children. During the school year 1950-51, she was employed on a part time basis only, her husband being a teacher in the same system.

Subject was discharged in the middle of the year because she was expecting a child. The previous year she was pregnant during most of the school year, but was allowed to continue teaching. She was rehired with the tacit agreement that she would not present a repeat performance. That she did become pregnant again is probably not a valid reason in itself for declaring her to be an inferior teacher, particularly in the light of her religious beliefs, Roman Catholic. Although her fecundity was given as the immediate cause for her dismissal, the administrator stated that in addition she was not satisfactory as a teacher in other respects. It was mentioned that she did not seem to be sure of herself in her classwork, that she lacked tact and had a poor disposition, tending to make issues of minor incidents. She was said to have the attitude, in common with her husband, that the fact of having a college education set them apart from and above the people of the community. According to the administrator she was not popular with the girls in her classes, and tended to grade down pupils with whom she had had disagreements or disliked for some other reason.

Her college record shows her to have been very strong in the field of her particular interest, home economics, but

only an average student in her minor, chemistry and in education courses. Prior to enrolling at Montana State University, she had attended two other colleges, transferring a total of eighty-four quarter credits. It was noted in a search of the records of the registrar's office that one of the colleges previously attended was a small religious institution, not accredited. Credits from this institution were released by examination. In general, the work done at Montana State University was lower in quality than that done at the other colleges. Unfortunately, a complete transcript of this subject's work was not available to the investigator.

Although no grade in practice teaching was listed on the transcript, the grade recommended by Subject's supervising teacher was "A". The comments of the supervising teacher are as follows:

Subject could have talked a little louder. Sometimes I think she lost the attention of the students because she talked too low. Other than that, I think she did excellent work.

The following are the comments made by the university supervisor:

Visited supervising teacher. Talked to cadet. All's well.

Watched cadet teach freshman home economics. Nice work. Evidence of planning, confidence, enthusiasm. Supervising teachers both well pleased.

No response to the inquiry sent to the high school from which subject graduated was received; nor were any

records of her application available. All that could be found was a transcript of her high school record, which showed her to be average to good in most subjects, except home economics, in which she was definitely superior.

Following is a summary of available information concerning Subject's scholastic record:

High school rank . . . . .	Upper 1/3
A.C.E. total percentile. . . . .	not available
First period grade point average . . . . .	1.09
Final grade point average. . . . .	not available
Major grade point average. . . . .	2.30
Minor grade point average. . . . .	1.00
Education grade point average. . . . .	1.23
Practice teaching grade (probable) . . . . .	A

Case IX. The subject in this case was a young man who graduated from Montana State University in 1949 and was employed as a social science and algebra teacher in a central Montana school with a 1950 enrollment of 161. He is married, but has no children.

The administrator cited a number of points to the discredit of this Subject. The first mentioned was that Subject was inclined to put his own philosophy ahead of that of the school. Subject also failed to maintain proper student-teacher relations: he became too familiar with the students

at the beginning of the year, ignoring advice to the contrary given by the administrator. Subject began the year by allowing more or less free talking in his classes, and often had to shout to regain the attention of the class. Failing in this, he would lose his temper and throw students out of class. Especially when he lost his temper, subject used profanity quite freely. It was stated, however, that Subject had an excellent command of subject matter.

Subject was thought to be fairly well accepted in the community, being a member of a service club and a fraternal organization. Administrator stated, however, that Subject's ideas of what constituted belonging needed maturing. Subject's acceptance of the community was characterized as friendly but exclusive. The administrator was of the opinion that Subject tried to maintain too high a standard of living and was inclined to be so fastidious in his dress as to be too far above the group with which he associated, i.e., high school boys. A further complaint was that Subject had been quite active in attempting to pressure the school board into paying higher salaries. This tendency toward "unionism" and "pressuring" was thought to be characteristic of all Montana State University graduates.

Subject's college work was begun and completed at Montana State University, with one quarter's work done at another college. He earned his degree in history and

political science, with two minors, Spanish and sociology and economics. The general character of his work is poor. Although he was never on scholastic warning or probation, he was deficient eight grade points at the end of the first period. It is interesting to note that several letters are on file in the registrar's office which indicate that his father kept close track of Subject's progress. Part of the reason for Subject's inferior work may have been a language handicap. Although born in this country, and a United States citizen, Subject spent considerable time in Europe and received his high school education there.

Complete records of this subject's college work could not be located, and therefore no information is available concerning his practice teaching other than the grade, "E".

An official Office of Education translation of the Subject's high school record indicated that he had completed the equivalent of a four year high school course, but the only comment concerning his high school record proper was that his deportment had been excellent. Although his course at the university followed a fairly consistent pattern, Subject had expressed interest in both medicine and law prior to his entry into the university.

Following is a summary of Subject's scholastic record:

High school rank . . . . .	not available
A.C.E. total percentile. . . . .	10.6

First period grade point average . . . . .	0.83
Final grade point average . . . . .	1.00
Major grade point average . . . . .	1.17
First minor grade point average . . . . .	1.03
Second minor grade point average . . . . .	0.96
Education grade point average. . . . .	0.89
Practice teaching grade . . . . .	B

Case X. The subject in this case was a war veteran, somewhat older than the average beginning teacher, who was graduated from Montana State University in 1947. He was employed to teach commercial subjects and history in a central Montana high school with a 1950 enrollment of 36. In the strictest sense of the word, he was not a beginning teacher, having had considerable elementary experience in another state before coming to Montana. The above position was, however, his first secondary position after graduation from the university. He was married and had one child.

According to the superintendent, Subject's main difficulty was his lack of ethics. His personality was described as "peculiar", and it was the administrator's opinion that he had gone to school "mainly for the G.I. money". Subject gave the impression that he felt that getting away with something or putting something over on someone was to be admired. Subject also refused to use conventional methods of carrying out his assigned duties. Administrator did not feel that this

was necessarily a fault, but his objection was that the methods adopted by the subject usually did not work.

An example of Subject's inclination to "put something over on someone" was cited by the administrator. The occasion was senior sneak day. The class had decided to go to one of the larger neighboring towns, about seventy five miles away. When the group met, on the morning they were to leave, Subject decided to go to another somewhat more distant town instead, apparently as a joke on one of the class members who had arranged for a ride the night before to the town chosen. He was to have returned with the class the following day, but Subject's plan was to leave him stranded. Two of the girls in the class did not agree, however, and went to the town originally chosen, since neither they, nor the remainder of the class had permission to go to the town which Subject had suggested. When all had finally returned to school, Subject asked that the two girls who had "crossed him up" be punished.

In general, Subject was not fitted for teaching. He was said to be dishonest, unethical, crude in his speech and in possession of a perverted sense of humor. He lacked diplomacy and was a poor disciplinarian, having a tendency to lose his temper frequently. He was tolerated in the community, but would have nothing to do with the community.

Before he attended Montana State University, Subject had earned sixty five quarter credits and forty two and one-half grade points at a middle western teacher's college in the early 1930's. He had also had some elementary teaching experience in another state before coming to Montana. When originally admitted to Montana State University, Subject was placed on probation because of the low quality of work done at the previous institution attended. He was not removed from probation until the following year, there being nothing outstanding about his work at Montana State University.

An examination of his college record revealed a good bit of indecision on the part of the Subject as to what course he was to pursue. His early work was done in the field of science and mathematics, with a change to forestry for a brief period following his transfer to the university. His degree was granted in education and business administration. No comment on record of Subject's cadet teaching other than the grade was available.

Also unavailable were comments or remarks by the principal of the high school from which subject was graduated, since no regular application for admission was made. No response was received to the inquiry sent to the high school. An abstract of his high school record showed the subject to be only an average student, who earned neither A's nor F's in high school and was scholastically undistinguished in general.



A summary of the available scholastic records follows:

High school rank . . . . .	Middle 1/3
A.C.E. total percentile. . . . .	not available
First period grade point average . . . . .	0.81
Final grade point average. . . . .	1.05
First minor grade point average. . . . .	0.83
Second minor grade point average . . . . .	1.28
Third minor grade point average . . . . .	1.63
Education grade point average . . . . .	0.87
Practice teaching grade . . . . .	B
Scholastic probation . . . . .	1-44 to 3-45

Case XI. The subject in this case was a young war veteran who was graduated from Montana State University in 1949 and was hired to teach band and vocal music in a northern Montana high school with a 1950 enrollment of 384. He was married and had one child.

In the opinion of the administrator, Subject's difficulty was due to his lack of ability to get along with children. He was described as having no sense of humor and a bad disposition. The administrator also stated that Subject was not tactful in his dealings with parents, that he could not work satisfactorily with other people and that he apparently had no interest in children. These difficulties manifested themselves in the extremely high drop out rates

of his music groups, with pupils complaining, as one girl put it, that "he talked too mean." Subject was also unable to maintain discipline because he did not have the respect or support of the students.

It was thought by the administrator that Subject's surly disposition and bad temper might have been caused by worry over unpaid bills, incurred while Subject was in Missoula. The administrator pointed out that Subject, while excellent in his personal appearance, was probably dressing beyond his means, and that he was slow in paying bills in the community in which he worked. He was said to have associated very little with members of the community.

The degree earned by Subject was in music education; hence, he had no teaching minor. The pattern of work done at the university and at the institution previously attended is interesting in its variation from a normal pattern of courses. Subject attended another institution prior to his enrollment at Montana State University. The fifty two credits earned there, before the war, were in agriculture, a course which Subject was pursuing under a scholarship. The switch to music education is quite abrupt, the decision apparently having been made while Subject was in the armed forces. The general character of Subject's work is from good to excellent in music, while only slightly above average in other courses.

The remarks of Subject's supervising teacher are as

follows:

I think Subject does very well with his teaching. He is rather exuberant in class, but the sort that wears well with the students. He could adjust himself quite well from the class that was comparatively easy to manage to one that was extremely the opposite. He surely improved in his ability to talk easily to the class--he showed more initiative in lesson planning, use of materials, etc. than many.

.....

I think Subject is keenly interested in teaching music--anyone that is, and has the personality and appearance he has is bound to make a success. I wish I could have given him more help and more experience. I hope he didn't get discouraged by just working with a poor group most of the time.

Subject shows promise in teaching, he needs to develop more confidence in himself and to insist upon better study habits and completion of work by pupils. I have felt that he could spend more time in familiarizing himself with his materials.

I believe that he will develop successful discipline qualities the pupils respond to his suggestions temporarily--and he must learn to be consistent in his demands upon pupils.

His appearance and manner are excellent--cooperation has been of the best. In dealing with younger pupils he will be more successful if he develops more aggressiveness and enthusiasm.

On the five point scale found on the standard university application blank, Subject was rated by his high school principal as above average in personal appearance, scholarship, initiative and leadership. He was rated superior in honesty, emotional control and cooperation. When applying for admission to Montana State University, Subject stated that he planned to make teaching a career.

Following is a summary of Subject's scholastic record:

High school rank . . . . .	Upper 1/3
Average high school mark . . . . .	89
A.C.E. total percentile . . . . .	not available
First period grade point average . . . . .	1.60
Final grade point average . . . . .	1.92
Major grade point average . . . . .	2.80
Education grade point average . . . . .	1.24
Practice teaching grade . . . . .	E

Case XII. The subject in this case was a young women who was graduated from Montana State University in 1946 and was employed to teach music, junior English and Spanish in a northwestern Montana high school with a 1950 enrollment of 155. She was unmarried.

Although she had little idea of methods of teaching, her principal difficulty, according to the administrator, was one of personality. She was characterized as being strong willed and independent, unwilling to accept authority. One of the ways in which Subject showed her tendencies toward independence was in her disregard of the administrator's advice against drinking in public, which was considered unbecoming an unmarried woman teacher. She did spend quite a little time drinking in taverns, however, and on several occasions became intoxicated.

In the classroom, as has been mentioned, Subject did not have command of method, and was not proficient in subject matter outside of her major field, music. In addition, she could not maintain good discipline, probably in part because she did not have the respect of her students.

Subject's relations with the community were described as somewhat anti-social. She neither accepted nor was accepted by the community. The administrator pointed out, as an explanation of her attitude, that Subject was part Black-foot Indian, and may have felt that people looked on her as an Indian. Her anti-social attitude was thought to have been a defense arising out of this feeling.

It is unfortunate that very little information concerning this subject was available from university records. No file was found on her practice teaching, and the standard university admission blank was only partially completed. A summary of her scholastic record follows:

High school rank . . . . .	Upper 1/3
A.C.E. total percentile. . . . .	23.7
First period grade point average . . . . .	1.25
Final grade point average. . . . .	1.29
Major grade point average. . . . .	1.44
Minor grade point average. . . . .	1.30
Education grade point average. . . . .	1.15
Practice teaching grade . . . . .	C

Case XIII. The Subject in this case is a man who graduated from Montana State University in 1939. Although the Subject graduated prior to 1946, the "failure" took place during the school year 1947-48, and sufficient records were available in university files to justify the inclusion of the case. Inasmuch as the group to be studied was limited to those who had graduated since 1946 primarily to insure the availability of information, there seems to be no objection to a study of this subject. He was hired in 1947 to teach social studies in a central Montana high school with a 1950 enrollment of 161. He is married and has one child.

The difficulty experienced by this subject might be classified as "personality". He was described as sullen and easily angered. The administrator said that Subject had been dissatisfied with the situation at the school ever since he was first employed. He disagreed with school policies, did not like the salary arrangements, and so on. In company with another teacher he attempted to apply pressure to the administration to get things changed to his liking.

In the classroom, according to the administrator, Subject was easily angered, and was thoroughly hated by the students. He was unable to get along with people and could not maintain good discipline.

Subject's community relationships were equally poor. He was described as "exclusive", preferring to stay to him-

self. He resisted all attempts on the part of the townspeople to persuade him to take part in any of the community activities. The administrator held an interesting opinion concerning aptitude for teaching. He stated that people of middle-European descent did not, constitutionally, make good teachers. There is apparently no basis for this assumption other than the fact that three teachers about whom the administrator had reason to complain were of such a racial background.

Other than a record of scholastic achievement, which will be presented in a succeeding paragraph, no information is available concerning the college record of this subject. His application for admission to the university, however, yields some information about his high school career. For example, although he graduated twelfth in a class of fourteen, his scholastic ability and initiative were rated as average. Other ratings were: General appearance, above average; leadership, emotional control and cooperation also above average. On the point of integrity he was rated unquestionably honest, as have all the others studied.

A summary of Subject's scholastic record follows:

High school rank . . . . .	Lower 1/3
Average high school mark . . . . .	80.3
A.C.E. total percentile . . . . .	not available
First period grade point average . . . . .	1.11

Final grade point average . . . . .	1.44
Major grade point average . . . . .	1.42
Minor grade point average . . . . .	1.61
Education grade point average . . . . .	1.70
Practice teaching grade . . . . .	A

Case XIV. The subject in this case was a man of about thirty who was graduated from Montana State University in 1947 and was hired to teach driver training, advanced mathematics and ninth grade social studies in an eastern Montana high school with a 1950 enrollment of 377. He was single.

The administrator felt that, although the Subject was well enough grounded in his subject matter, he lacked confidence in himself, and that this lack of confidence was the cause of his difficulty. It was the opinion of the administrator that a feeling of confidence and ability to take charge of a situation is the most important factor involved in the success of the teacher. The Subject was thought to have never had complete charge of any classroom situation, which resulted in weak discipline and little learning.

An example was cited to illustrate this shortcoming which involved a class play being produced under Subject's direction. Progress was very slow, since Subject's lack of control of the situation led to a great deal of horseplay. The situation became so bad that one of the students



participating in the play came to the administrator and asked to be permitted to withdraw from the play, saying that she would be ashamed to be connected with it in the condition it was then in. This and other incidents of the same type led the administrator to intervene with a threat of dismissal from school of any student who did not get down to work on the play. The administrator further stipulated that the play would be subjected to review by the superintendent and principal before presentation to decide whether or not it was to be given. This action, according to the administrator, put Subject "on the spot" with the students, forcing him to take charge, and was perhaps contributory to the success of the play.

Aside from his lack of confidence and inability to take charge of a situation, little was found wrong with the subject. His personal appearance and ethics were good. He took part in community activities to a limited extent, but in the main seemed to wait for the community to take the initiative in the matter of participation. A certain aura of aloofness arose from that attitude, which was thought by the administrator to be contributory to failure in a slight degree.

A study of Subject's college record reveals little of significance. Before enrolling at Montana State University he had earned a two year "degree" at another unit of the

University of Montana, and held an elementary certificate. The degree and certificate were earned prior to Subject's war service, and there is no record that he ever taught on the elementary certificate. Throughout his college career, both before and after war service, Subject's work has been from good to excellent in character, with the exception of a few "D" grades which appear on his transcript in scattered courses. The pattern of course work has pointed from the beginning to a career in teaching, although the three minor pattern, (mathematics, history and economics and sociology), seems to indicate some indecision as to subject matter to be taught. Although of only average intelligence, as reported by the college previously attended, Subject completed considerable graduate work before he began to teach.

The comments made by Subject's supervising teacher are brief and to the point: ". . . I have rated him very high knowingly because he is, I think, exceptional."

No information concerning Subject's high school record could be obtained.

A summary of Subject's scholastic record follows:

High school rank . . . . .	not available
A.C.E. total percentile . . . . .	not available
First period grade point average . . . . .	1.92
Final grade point average. . . . .	1.75
First minor grade point average. . . . .	1.66

Second minor grade point average . . . . . 1.69  
 Third minor grade point average. . . . . 1.96  
 Practice teaching grade . . . . . A

Case XV. The subject in this case was a young woman who was graduated from Montana State University in 1947 and was hired to teach home economics in an eastern Montana high school with a 1950 enrollment of 331. She was unmarried.

The administrator stated that he could not judge her proficiency in her subject matter field, inasmuch as he was unfamiliar with that field, but that whether or not she was qualified in that respect was not important. Her failure, he thought, was due to difficulty with her personality, which the administrator characterized as "immature". Several examples were cited by the administrator to illustrate the point.

The first cited was an incident which occurred at a Montana Education Association convention which was attended by both Subject and the administrator. The administrator was at a night club in the town at which the convention was held. Subject approached his table, and, apparently somewhat tipsy, "gushed" over him. The administrator was of the opinion that Subject was not actually drunk, but merely "effervescent". The incident came to a climax some days later when, at a ball game, Subject made wisecracks about the

incident in a loud voice.

Further examples of immaturity were given: Subject was thought to be somewhat pampered by parents and arrived at school driving a Mercury convertible, which impressed the administrator as being a "pretty good start". Later in the year, Subject absented herself from school, (and was subsequently docked,) for the purpose of attending a Montana State University homecoming.

The administrator also stated that subject was inclined to brag to the girls in her classes about the times she had had, and on one occasion mentioned to the administrator that one of the class members had commented on her appearance to the effect that she must have had a hard night. It was stated that part of the blame might be placed on another faculty member, herself a moody misfit, who was thought to have led Subject "astray".

In evaluating Subject, the administrator stated that although her personal appearance was satisfactory, it probably was not as good as might be expected of a home economics teacher; he described her as a little sloppy. She was thought to be normally healthy, but was "ruining" her health by keeping late hours, and so forth. She did not participate in accepted community activities at all. Her discipline was said to be about average, but it was thought that she did not have the respect of the students.

The college record made by this Subject indicates that she was an average student in most respects. The program she followed was quite conventional, with no ventures into fields outside her regular pattern of studies, that is, a home economics major and physical science (mostly chemistry) minor.

Subject's practice teaching seems to have been done under the supervision of another college, although she was never registered at any other than Montana State University. The evaluation sheet used in her practice teaching is an elaborate one, on which Subject was rated average or above on all points. Following are the comments of her supervising teacher:

Subject did very well in her student teaching. She has a great deal of initiative and is able to see things which need to be done. She learned the department routine quickly and immediately took responsibility in it. Her actual teaching improved daily--she was able to hold the girls' interest and drew a great deal of response from them.

I have two suggestions--that Subject check herself on her spelling and on her constant use of "jist", and "I mean". During one class period I counted 53 "jists".

The writer was fortunate in being able to secure an interview with the principal of the high school from which Subject was graduated. Of interest was a remark which serves to substantiate her administrator's diagnosis of her difficulty. It was stated that while in high school she was not employed, since she came from a well-to-do family

in which her every want was satisfied. Scholastically she was described as an average girl who, although she worked hard for her grades, managed only to graduate fifteenth in a class of thirty eight. The principal said that she was quite an emotional girl, becoming anxious if her work did not go just right. She was said to have been fairly well accepted in school, although not much of a success as a leader. Her activities consisted mainly of athletics and home economics club. Her personality did not impress the administrator as being suitable for high school teaching.

Following is a summary of Subject's scholastic record:

High school rank . . . . .	Middle 1/3
Average high school mark . . . . .	87.3
A.C.E. total percentile. . . . .	25.9
First period grade point average . . . . .	0.95
Final grade point average. . . . .	1.06
Major grade point average. . . . .	1.40
Minor grade point average. . . . .	1.50
Education grade point average. . . . .	1.17
Practice teaching grade. . . . .	B

Case XVI. The subject in this case was a young man who was graduated from Montana State University in 1946. He was hired to teach mathematics and science in a north central Montana town with a 1950 enrollment of 44. He was

married and had three children. Another was expected at the time of the interview.

It was thought by the administrator that the difficulty was with Subject's personality. He was said to be very sarcastic and to have a poor disposition. The administrator felt that the poor disposition might have been a result of staying up nights with, and worrying about his children. He had poor holding power in his classes. This was illustrated by the example of a boy who had failed the second semester of plane geometry under this teacher. At the suggestion of the administrator he signed up to take the course again the following year only to drop it within a week, saying that he couldn't take the sarcasm.

Subject's disciplinary methods were poor and lacking in tact. Nearly all of his discipline problems were brought to the administrator for solution. The administrator cited as an example a disagreement over a test question. The question read, "Stirring the soil is known as \_\_\_\_\_". The intended correct response was "cultivation", and a student was marked wrong when he answered "tilling". In the ensuing argument, Subject struck the student, an eighth grader, and the squabble ended up in the administrator's office.

Further criticisms of Subject were that he refused to accept criticism, that his voice was hard to understand

and that he was sloppy and unkempt in his personal appearance. Due to a war injury, Subject's health was not good. The administrator stated that Subject was inclined to interfere too much in the activities of the students outside of school.

Subject's college record is not especially good. Thirty credits and thirty four grade points were earned at an out of state teacher's college prior to Subject's entry into the armed forces. While at Montana State University, Subject spent considerable time on scholastic probation, and was at one time dropped from the university for scholastic reasons. His record is outstanding from the point of view that no "A" grade appears on it. A quite rigid plan of study was followed while at the university, with no deviation from those courses required for a degree and certificate. It is interesting to note that, although he was an education major, Subject took only one quarter of practice teaching. He received a grade of B in practice teaching, but other than that, no record of his practice teaching work is available. Also it was noted that a change in major from chemistry to education was made one year prior to his graduation. This did not affect the pattern of course work in any way except to eliminate the foreign language requirement.

No record of Subject's high school work or comments from his high school principal could be obtained.

Following is a summary of Subject's scholastic record:



High school rank . . . . .	not available
A.C.B. total percentile. . . . .	49.3
First period grade point average . . . . .	0.83
Final grade point average. . . . .	1.02
Major grade point average. . . . .	0.88
Minor grade point average. . . . .	0.61
Education grade point average. . . . .	1.57
Practice teaching grade . . . . .	B

Case XVII. The subject in this case is a young man who was graduated from Montana State University in 1949 and was employed to teach commercial subjects in a western Montana high school. He is married.

It was the opinion of the administrator that the difficulty stemmed from both training and personality factors. Subject was said to have had a poor foundation in school operation, and to have been lacking background in his teaching field. In the area of personality he was said to have been unwilling to admit mistakes. He attempted, in his first year, to tell his colleagues how his department should be run. The administrator said that Subject was a fair worker but attempted to appear busier than he was, in addition to being too absorbed in non-school activities.

Other criticisms were that Subject was a sloppy dresser and that his voice was not good. It was implied that

Subject did not make proper lesson plans. His attitude toward the teaching profession and professional organizations was not good.

Subject's college work was about average or below. Forty eight credits were transferred from a junior college. Subject expressed an interest in forestry, and enrolled in the school of forestry when he first came to Montana State University. After receiving low grades in that course, he transferred to business administration and received his degree in business administration. After transferring, the pattern of courses remained fairly constant, with certification courses being the only deviation from courses normally taken by business administration majors.

Following are comments by Subject's supervising teacher:

I have rated Subject an A with a minus, as he meets most of the requirements for an A rating. However, he was a little lax in discipline and promptness, both of which he might overcome if he were in a regular teaching position.

Subject was dropped from the university for a period of a few days, for scholastic reasons, but was reinstated after petition to the faculty in which he stated that family troubles were responsible for his poor work. He remained on scholastic probation, however, for two years following his reinstatement.

Subject's high school record seems to contradict

that which he made in college and on the job to a certain extent. He was a good student in high school, receiving grades mostly in the high nineties. He was rated as superior in his general appearance and above average in ability, initiative, leadership and cooperation. His emotional control was rated as superior, as was his integrity. Unfortunately the record does not reveal any comment by his high school principal.

Following is a summary of Subject's scholastic record:

High school rank . . . . .	Upper 1/3
Average high school mark . . . . .	2.86/3.00
A.C.E. total percentile. . . . .	not available
First period grade point average . . . . .	0.94
Final grade point average. . . . .	1.10
Major grade point average. . . . .	0.97
Minor grade point average. . . . .	1.32
Education grade point average. . . . .	1.76
Practice teaching grade . . . . .	A

Case XVIII. The subject in this case is an older man who was graduated from Montana State University in 1944 and received a Master of Arts degree from the same institution in 1948. He was hired to teach social studies in 1948 in a western Montana high school with a 1950 enrollment of 117. The following year he was rehired with a slightly reduced

academic load and assigned coaching duties. He is married and has one child.

The administrator described Subject's difficulties as a combination of lack of professional training and personality trouble. It was further pointed out that Subject seemed to have little conception of teaching method, and that he refused to take suggestions offered for improvement of method. It was stated that Subject relied extensively on the lecture method, and assigned a term paper of considerable length. He also required students to outline the text, for no apparent reason other than busy-work, giving no instruction in the proper method of outlining. It was thought that the poor method used showed up in a lack of achievement by the students. The administrator also mentioned that positive motivation was missing, with Subject relying on his size and physical strength and upon threats of failing grades in order to see that work was done.

Poor personal relations seem to have developed between Subject and the administrator. On several occasions Subject went directly to the board of trustees with requests or "demands". One example was cited in which Subject entered a board meeting and "demanded" new uniforms for the basketball team. The administrator stated that he had not been approached by the subject in connection with this matter, and that the incident at the meeting was the first knowledge

he had of it. Another incident was mentioned in which Subject "barged" into a board meeting and made a strong request that he be given a contract as coach, principal and teacher. The board subsequently issued such a contract. As principal he displayed little initiative, making it necessary for the administrator to inquire concerning team trip schedules, substitute teachers and so forth. The multiple duties left him little time for classroom work, which he often let go in order to attend to his other functions. It is interesting to note that Subject is currently employed in the school in question, while the administrator is in another position as principal in a somewhat larger system.

Aside from an attitude maintained by Subject that teachers need not conform to the standards of the community in which they are employed, Subject was satisfactory in most other respects, commanding considerable respect from the students primarily because of his coaching success. He had a tendency to remain aloof from the community, but this was not mentioned as a factor contributing to his failure.

The college work done by this subject extends over a period of years, from 1933 to 1943. One other university, a large midwestern institution was attended prior to his enrollment at Montana State University. His work was done intermittently over the years, and is only slightly above average in character. The pattern of education courses is

of particular interest, since it does not seem to follow any recommended plan, and since most of it was done after Subject received his Bachelor of Arts degree in History. No record can be found that would indicate any practice teaching, and according to university records, no teaching certificate was issued to Subject. In addition to regular college work, Subject has attended special Army schools in foreign languages. It is also interesting to note that, although he was employed partly in the capacity of coach, Subject's last formal contact with sports was in high school in 1933.

An inquiry to the high school from which subject graduated did not reveal a great deal of information, since many years have passed since he attended that school. The principal indicated that he was of good character and pleasing personality, and that he had a good attitude toward school. The principal expressed the opinion that Subject's chances of success as a high school teacher were very good, and stated that, although he did not know Subject, the other teachers spoke very highly of him.

Following is a summary of Subject's scholastic record:

High school rank . . . . .	not available
A.C.S. total percentile. . . . .	not available
First period grade point average . . . . .	1.13
Final grade point average. . . . .	1.14
Major grade point average. . . . .	1.77

Minor grade point average. . . . . 1.25  
 Education grade point average. . . . . 1.39  
 Practice teaching grade . . . . . not taken

Case XIX. The subject in this case is a young man who was graduated from Montana State University in 1948 and was hired to teach modern language in a western Montana high school. His marital status was not discovered.

According to the administrator, Subject's difficulty was almost entirely a matter of personality. Although somewhat weak in method, his subject matter training was thought to be excellent. Specifically, the administrator listed his complaints: 1) Subject had no conception of discipline; 2) He failed to gain the respect of the students; 3) His mechanics of operation were poor; 4) He never offered to do extra work; 5) he walked out of classes to have a cigarette; 6) he overdressed; 7) He was too effeminate.

The college record made by this subject is outstandingly good. He was awarded a State University scholarship during his junior year at the university. The pattern of his course work shows no deviations; it is perhaps too restricted, being confined to modern languages which made up his degree major, French; his minor, Spanish; and the majority of his free electives, German. The only other courses taken were those required for a degree and certificate. This

unusual degree of specialization probably accounts for some of the comments made by his supervising teacher. The comments are as follows:

Subject is difficult to grade. I have marked the subdivisions with plus and minus because he is good on some points, on others not so good. His appearance and manners are excellent. His enthusiasm is low at times. He must learn to project his voice. It is there if he will develop it.

He has an excellent knowledge of subject matter and is very methodical in grading, percentiles, etc.

Teaching skill -- Due to a retiring personality his teaching skill is only average. He will be a successful teacher if he conquers a certain shyness and becomes more aggressive. He can "take hold" of a class if he wants to, but sometimes he shows so little enthusiasm that the class becomes bored.

I should add that he had an unusual class. Thirteen girls and one boy, of which ten girls were the leading superior students of the school. . . .

I should like to see him handle a class of freshman boys such as he will run into when he goes to a small town to teach.

We can't change his personality, but parts of it can be developed--probably the hard way. . . .

I would recommend Subject for college teaching as I don't feel he would be adaptable to high school.

The high school record made by this subject equals that made in college in its excellence. He was graduated first in a class of fifteen, and the lowest grades on his high school transcript are two "C's", both made in his freshman year. His weaknesses were recognized by his high school principal, however, who pointed out that he needed to develop



leadership and confidence, and that his chief weakness was his timidity. He was rated superior in ability and integrity, above average in emotional control, cooperation and general impression, and average in initiative and leadership. His I.Q., as measured by the Kuhlman-Anderson test in 1940 was 123.

It is interesting to note that, although his record shows no evidence of work in any fields other than language, he expressed a preference for a scientific vocation, namely bacteriology or medical technician. In this connection it should be pointed out that "medical technician" seems to have been the vocational choice of a considerable number of applicants during the period immediately after World War II.

Following is a summary of Subject's scholastic record:

High school rank . . . . .	Upper 1/3
A.C.E. total percentile. . . . .	76.4
First period grade point average . . . . .	1.49
Final grade point average. . . . .	2.00
Major grade point average. . . . .	2.50
Minor grade point average. . . . .	3.00
Education grade point average. . . . .	1.60

Case XX. The subject in this case was a young man who was graduated from Montana State University in 1947 and was hired to teach history and social studies in a

northwestern Montana high school with a 1950 enrollment of 212. He was married and had two children.

The administrator stated definitely that the difficulty was one of personality, and that the Subject was very brilliant, at least as far as subject matter was concerned. In the classroom, Subject was inconsistent. He would let minor disciplinary infractions slide for a week or so, and would suddenly crack down when his patience became exhausted. After a short time he would let up again and the cycle would be repeated. Subject resented having anyone try to help him by pointing out his weaknesses. The administrator pointed out a slight physical disorder which prevented him from looking directly at anyone, and suggested that this might account, in part, for his inability to maintain discipline. Another factor was that he never gained the respect of the students.

Another aspect of Subject's personality was pointed out: He seemed to have a "chip on his shoulder" and was always ready to take offense. This was illustrated by an incident which occurred in the spring. Subject had been notified that he had not been rehired for the following year, and came to the administrator to ask him to write a recommendation. Administrator did so, representing Subject in as favorable a light as was consistent with honesty. Subject read over the recommendation and, apparently incensed,

resigned and left town immediately, refusing to finish the school year.

In the community, Subject was accepted as well as any new teacher, but never took part in any community activities. The administrator mentioned that part of his difficulty might have been due to his wife, who, the administrator said, "made life miserable for him."

More than half of Subject's college work was done at another institution, from which he transferred 116 credits. The general character of his work, both at Montana State University and the other institution was good. The pattern of course work, which led to a degree in history and political science with an economics and sociology minor, was fairly consistent in the upper division. The lower division work, done elsewhere, showed no particular pattern, a circumstance which cannot be interpreted as significant, since it seems to be characteristic of the teacher's college.

Sixteen credits in practice teaching were earned before Subject came to Montana State University, with an average grade of "B". No record of supervisor's comments is available.

Subject graduated twenty fifth in a high school class of 359. Aside from this, and the ratings made by his principal on the university application form, no information is available. Subject was rated above average on a five point

scale for all points, general appearance, initiative, ability, leadership, emotional control and cooperation, except integrity, on which he received a superior rating.

Following is a summary of Subject's scholastic record:

High school rank . . . . .	Upper 1/3
A.C.E. total letter grade. . . . .	B
First period grade point average . . . . .	2.18
Final grade point average. . . . .	2.16
Major grade point average. . . . .	2.04
Minor grade point average. . . . .	1.94
Education grade point average. . . . .	1.88
Practice teaching grade (average). . . . .	B

Case XXI. The subject in this case was a young woman who was graduated from Montana State University in 1945 and was hired to teach music and girl's physical education in a northern Montana high school with a 1950 enrollment of 65. She was unmarried.

It was thought by the administrator that lack of training in professional ethics and a lack of understanding of ethics was the main factor contributing to the failure of this teacher. The administrator stated that Subject became so engrossed in her own department, (music), that she would disregard the other functions of the school. She had, on occasion, made unauthorized purchases to be charged to the

school. Representatives of music publishing houses were allowed by her to take up class time with their selling activities. Presumably these incidents were cited by the administrator to demonstrate both Subject's lack of ethics and her preoccupation with the affairs of the music department.

In general, Subject did not exercise good judgment in her choice of friends and in other ways. On one occasion, Subject requested and received permission to travel to her home on the pretense that she was ill and wished to see her family doctor. She then requested permission for one of the senior girls to be excused to accompany her. This was of course denied, and permission for her own trip was withdrawn. In spite of the lack of official sanction, however, Subject left school, and the senior girl in question skipped school and met Subject in nearby town. Another example of Subject's poor choice of friends and over-friendliness with students was that of a family of the town whose reputation was quite unsavory. For some reason students and some teachers congregated at the home of the family, where smoking and other questionable practices were said to be indulged in.

In the classroom students had little respect for Subject, because of her over-friendly attitude toward them of which the students took advantage. The administrator thought that the over-friendliness might have stemmed in some way from Subject's own home life, since her parents were separated.

In Subject's relations with the community, the administrator could not judge the extent to which she was accepted, but stated that her own attitude seemed to be one of aloofness.

The college record made by Subject is more or less typical in its pattern of course work, and average, or below in the case of education, in quality. Her major, music, showed the best grades with the minor, physical education being second. Her first encounter with education courses was with educational psychology, which she failed. In subsequent courses she did slightly below average work.

The comments of Subject's supervising teacher are as follows:

Subject really didn't get too good a chance to work due to the fact that I've had to handle the band most of the time. She is a good, average young person--not as strong as many I've had.

Subject is neat in appearance, has a well modulated voice, is sincerely interested in her work and adapted herself splendidly to the level of the seventh grade music class.

I feel that she made excellent advancement during her training at the . . . school.

Perhaps more self-confidence and "dynamic drive" will do much to increase the surety of a successful teaching career for her future.

Subject was rated below average in ability by her high school principal, and average in initiative. The rest of the ratings, general appearance, integrity, leadership, emotional control and cooperation were superior. The

probability that the below average rating in ability is accurate is attested to by the fact that Subject graduated in the lowest third of her high school group.

Following is a summary of Subject's scholastic record:

High school rank . . . . .	Lower 1/3
A.C.E. total percentile. . . . .	8.5
First period grade point average . . . . .	1.00
Final grade point average. . . . .	1.03
Major grade point average. . . . .	1.30
Minor grade point average. . . . .	1.03
Education grade point average. . . . .	0.86
Practice teaching grade. . . . .	B
Scholastic probation . . . . .	.1-47 to 4-47

Case XXII. The subject in this case was an older man who was graduated from Montana State University in 1943 and was hired in 1950 to teach English and general science in a central Montana school with a 1950 enrollment of 53. He was unmarried.

Almost all of Subject's difficulties, according to the administrator, arose from his inability to maintain discipline. It was thought that if he could maintain discipline, or was employed in a system where discipline was not important, he would be an excellent teacher. He had a pleasing personality, a cooperative attitude and a good knowledge of subject matter. On the negative side, apart from

his inability to maintain discipline, three points were mentioned. He had a tendency to formulate unchangeable opinions. He apparently had no "philosophy of life", and was thought to be somewhat self centered. This last was illustrated by the fact that he seemed to have no interest in community activities, and did not take part in any of those activities. The sentiment in the community toward Subject was estimated about "fifty-fifty" by the administrator.

Subject's degree was taken in education, with a teaching major in biology and a minor in history. The character of his college work is somewhat better than average. It should be mentioned that this is the only case in which Subject was clearly teaching in a field (English) outside of his preparation. The records on this subject are quite incomplete, the only available material being that in the files of the registrar's office. No practice teaching file could be found.

Due, in part, to the fact that Subject graduated from high school in 1931, no record or comment could be obtained from that source other than his average mark, which will be listed in the summary of his scholastic record.

The summary of Subject's scholastic record follows:

High school rank . . . . . Lower 1/3

Average high school mark (1.0 is A). . . 3.245



A.C.E. total percentile . . . . .	29.8
First period grade point average. . . . .	1.32
Final grade point average . . . . .	1.45
Major grade point average . . . . .	1.11
Minor grade point average . . . . .	1.26
Education grade point average . . . . .	1.70
Practice teaching grade . . . . .	B

Case AXIII. The subject in this case was a man of about thirty who was graduated from Montana State University in 1949 and was employed to teach social studies in a northern Montana high school with a 1950 enrollment of 144. He was married and had one child.

According to the administrator, Subject's main trouble was his inability to maintain discipline. He apparently was unaware of the importance of discipline, and when told how to avoid discipline problems, Subject ignored the advice. According to the administrator, "every teacher should get up and look at the class in order to maintain discipline." Subject did not do this. He sat at his desk reading while the class "went wild". This was not the sole cause of the discipline problems, however. The administrator stated that Subject had the worst possible class, and in addition had become too friendly with the students.

In every other respect, Subject was satisfactory.

The administrator thought, however, that Subject would not in any case be a good high school teacher because of his inexperience. He apparently did not know that he was to take control of the class. An offer was made by the administrator to remove the ring leaders of the trouble makers from Subject's class, but Subject evaded the issue of giving their names to the administrator.

Subject was well accepted by the community, and in turn participated in its activities. Subject's health was not good, but this, according to the administrator, did not in any way contribute to his failure.

Subject's college record is unusually complete, perhaps because he was attending school under Public Law 16, which requires more complete records than is usual. Prior to the war, Subject attended a state university in another state, where he planned to major in science and physical education, with the intention of teaching. A service incurred disability and general poor health prevented him from carrying out these plans, however, and upon discharge from the service he enrolled at Montana State University. He planned to teach English. This was accepted by the Veterans Administration as a reasonable and attainable goal, and the counsellor made the following comments concerning his general impression of the subject: "Excellent attitude. Speaks and appears well. Seems to be a high calibre man."

Forty quarter credits were transferred from the institution which Subject attended before the war, and he graduated with a degree in education with three minors: History and political science; sociology and economics; English.

Following are the comments made by Subject's supervising teacher:

I consider Subject as definitely above average as a prospective teacher. I have found him to be most willing and cooperative and a constant desire to improve himself. I would not hesitate to hire this man as a teacher in the social studies field.

The following reply was received to the inquiry sent to the high school from which Subject graduated:

It has been some years since Subject attended our school, and it will be hard to recall all about him that you ask . . .

. . . . .

His attitude toward school and school work can be termed excellent. In regards to any outstanding personality etc., can say that his greatest asset was his normal steady view of things.

His chances of becoming a good teacher are excellent, has better than average intelligence, normally adjusted, likes to work, and has a pleasing personality.

Following is a summary of Subject's scholastic record:

High school rank . . . . .	not available
A.C.E. total percentile. . . . .	not available
First period grade point average . . . . .	1.36
Final grade point average. . . . .	1.50

First minor grade point average . . . . 1.51  
 Second minor grade point average . . . . 1.58  
 Third minor grade point average . . . . 0.93  
 Education grade point average . . . . . 1.66  
 Practice teaching grade . . . . . B

Case XXIV. The subject in this case was a young man who was graduated from Montana State University in 1950, and was employed to teach music in a grade school in one of the larger city systems. His marital status was not determined.

According to the administrator, Subject's difficulty was clearly one of personality. He was too easy going, too much of a "good joe". He had no control of his classes, and, according to the administrator, apparently did not believe a child should be corrected. He was described as too agreeable, too friendly, a "'yes' man". At times his grading showed partiality and his organization was poor. He was inclined to talk too much about himself, according to the administrator. Perhaps most significant was the comment, "Too much ego. He would rather entertain the class than teach."

In general, the college record of this subject is near average. An interesting discrepancy exists between the quality of work done in his major, music and his minor, history. Subject's work in music was very good over all,

while his history work was below average. The pattern of work shows considerable variation with the exception of Subject's major, music, which is quite consistent throughout his college career. Forty five credits were earned at another institution before Subject enrolled at Montana State University.

Following are the comments made by Subject's supervising teacher:

Subject's personal qualifications are, in every sense of the word, outstandingly fine. He has a great advantage of being physically strong with fine posture. His appearance before a student band unconsciously gives the impression of orderliness, strength and determination. These personal qualifications should be of some help in gaining the necessary "student respect" of his band. A director "speaks" as much through his appearance, attitude and efficiency as he does with actual work.

As Subject starts to teach, I believe he must be a little on the guard to keep himself, in attitudes and conversation, a bit more above the student's level . . . . Don't let the students think you are a "jolly good fellow" --students are too quick to sense that they can take advantage of the "palsy-walsy" type teacher. . .

Subject's voice is a little light. In order to secure student attention (when there is undue noise), he might speak a little slower and lower . . .

. . . . .

As for Subject's probable teaching success--I can see no reason for his ever being anything but an A and Band Director. If I were a superintendent or board member, I'd have no hesitations about hiring Subject to do instrumental work in my system.

Subject's high school record showed average to good grades throughout, with considerable emphasis on music. In response to the inquiry sent to the high school from which

he graduated. Subject's high school superintendent replied that he was especially interested in musical activities while attending high school, and that Subject would, most probably, be a good high school music teacher. A composite of ratings by Subject's high school teachers put him from above average to superior on all points. Two of the six teachers, however, rated him below average in industriousness and leadership.

It is of interest to note the attitude with which Subject approached the teaching profession. On his application for admission to the university he stated in part: "I'm not even reasonably sure I'll be even close to a success, but I'm willing to try anything after three years of Navy, the war and the south Pacific."

Following is a summary of Subject's scholastic record:

High school rank . . . . .	Upper 1/3
G.E.D. percentile. . . . .	88.0
First period grade point average . . . . .	1.10
Final grade point average. . . . .	1.14
Major grade point average. . . . .	2.06
Minor grade point average. . . . .	0.94
Education grade point average. . . . .	1.08
Practice teaching grade. . . . .	B
Terman A I.Q. (high school). . . . .	111

Case XXV. The subject in this case was a young man who was graduated from Montana State University in 1949 and was employed to teach English and Latin in a central Montana high school with a 1950 enrollment of 144. He was married and had two children. Prior to his employment, Subject received a Master's degree in English.

The difficulty in this case, according to the administrator, was with the personality of this teacher. His manner in the classroom lacked force, and he was unable to maintain discipline or to get the students to listen or react to his instruction. Subject apparently recognized his problem, but according to the administrator, he did not attempt to do anything about it. Some of the students recognized this attitude and tried him out to see how far they could go. Seeing that no punishment or disciplinary action resulted, the rest followed suit.

Subject did not seem to be particularly interested in his job. He would come to class with his work for the day unprepared, and in class would attack the work in a half-hearted manner. This attitude was, of course, reflected in the students who also neglected and slighted their work. The low grades they received as a result only served to turn them against Subject. They often complained, "he didn't make us do it". The drop-out rate in his classes was fairly high.

Later in the year, apparently "fed up" with the poor

quality of work and the disorder in his classes, Subject displayed a tendency to go to extremes in minor disciplinary matters. The administrator expressed the opinion that Subject didn't understand children and did not seem to want to. The administrator stated that Subject probably would never become a good high school teacher, but should be teaching at a higher level.

Aside from his rather active part in church work, Subject did not take part in any community activities, and his apparent attitude of superiority turned the community against him.

As might have been expected from the comment in the preceding paragraph, Subject's college record is excellent throughout. His college work was somewhat restricted in scope, however, particularly at the undergraduate level. He did not qualify for a teacher's certificate until his post-graduate work. His major, English, and minor, Latin, made up the bulk of his undergraduate work.

The high school from which Subject was graduated is no longer in operation, so no information could be obtained other than the record of his high school grades. Although he ranked last in his graduating class of three, his grades throughout high school were excellent.

Since Subject took practice teaching in summer session rather than during the regular academic year, no comments of



a supervising teacher are available.

Following is a summary of Subject's scholastic record:

High school rank . . . . .	Lower 1/3
A.C.E. total percentile. . . . .	89.4
First period grade point average . . . . .	2.20
Final grade point average. . . . .	2.22
Major grade point average. . . . .	2.50
Minor grade point average. . . . .	2.59
Education grade point average. . . . .	2.63
Practice teaching grade. . . . .	A

## CHAPTER V

### COMPARISON STUDIES

Selection of comparison cases. In order to determine the presence of any factors in the college or high school background of a teacher which would serve as predictors or indicators of possible failure, it was thought necessary to conduct studies on a number of cases not deemed failures so that any differences in background would be brought out.

It is immediately obvious that some method of selection of these comparison cases should be employed which would avoid the chance of selecting only superior teachers, between whom and the failures a considerable difference would naturally be expected. To be of value, any predictors or indicators which might be discovered would have to be capable of making a finer discrimination than would be necessary in simply separating the superior teacher from the decidedly inferior teacher, or failure. Some means was sought for the selection of the average teacher, and here again the opinion of administrators was adopted as the criterion, in the form of the administrators' responses to a follow up questionnaire on beginning teachers devised by Anderson.<sup>1</sup> The cases

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<sup>1</sup>Clifford A. Anderson, "A Survey of the Teaching Success of Montana State University Graduates Employed in Montana Secondary Schools." (unpublished Professional Paper, Montana State University, Missoula, 1950) p. 126.

selected were those which fell near the median rating as determined by a system of point scores for each item on the scale.

Case 1. The subject in this case was a young woman who was graduated from Montana State University in 1930. Her degree was taken in education, with a teaching major in English and a teaching minor in physical sciences.

The general character of her college work is average, although she finished the first period with a deficiency of ten grade points. Eighty eight credits were transferred from another unit of the University of Montana with a slight excess of grade points. The deficiency mentioned above was incurred during Subject's first quarter of attendance at the university.

Following are the comments of her supervising teacher:

Subject was always on time.

Every evening we talked over the work assigned for the next day. I tried to show her how one day's lesson led into the next, and helped her make plans for the new assignment.

She had ideas of her own which she used--and usually they were successful ones.

She is a little weak on the rules of grammar; but I think most college students would test the same way. She also has to learn about discipline--when and how to apply pressure.

No ratings or comments were available from the small

high school attended by Subject. In general, her high school record was typical, although somewhat above average.

Following is a summary of Subject's scholastic record:

High school rank . . . . .	Upper 1/3
A.C.E. total percentile. . . . .	not available
First period grade point average . . . . .	0.90
Final grade point average. . . . .	1.03
Major grade point average. . . . .	1.24
Minor grade point average. . . . .	0.82
Education grade point average. . . . .	1.22
Practice teaching grade. . . . .	B

Case 11. The subject in this case was a young man who was graduated from Montana State University in 1950. His degree was taken in Education, with a teaching major in history and political science, and a minor in mathematics.

His college record is somewhat above average, and the one distinguishing feature on his record is a change of major from history to education.

Following are the comments of his supervising teacher:

Subject showed a very definite improvement in his teaching as the days passed. He did an excellent piece of work in his last week.

I sincerely believe Subject will make an excellent upper grade teacher. The children were very fond of him and one could usually find many around him after dismissal time.

Subject seemed genuinely interested in each individual.

The principal of the high school from which Subject was graduated rated him as follows on the regular application blank provided by the university: General appearance, above average; Ability, average; Initiative, above average; Integrity, superior; Leaderships, above average; Emotional control, average; Cooperation, above average.

Following is a summary of Subject's scholastic record:

High school rank . . . . .	Upper 1/3
A.C.E. total percentile. . . . .	not available
First period grade point average . . . . .	1.02
Final grade point average. . . . .	1.10
Major grade point average. . . . .	1.38
Minor grade point average. . . . .	0.60
Education grade point average. . . . .	1.60
Practice teaching grade. . . . .	B

Case iii. The subject in this case was a young man who was graduated from Montana State University in 1950. His degree was taken in education with a teaching major in history and political science and a minor in English.

The general character of Subject's college work is slightly above average, with the exception of his major in which he was deficient six grade points. He named forestry as his choice of vocation, but never pursued any courses in that field.

Following are the comments of his supervising teacher:

He did a very satisfactory job in his teaching and with a little more experience should make an excellent teacher. His speaking voice was especially pleasing and he kept the attention of his pupils without any trouble.

Subject was only an average student in high school, graduating twenty second in a class of fifty seven. He was, however, rated above average on all counts of general appearance, ability, initiative, leadership, emotional control and cooperation, with the exception of integrity, on which he was rated superior. His high school principal made the comment that subject had "no outstanding weaknesses".

Following is a summary of Subject's scholastic record:

High school rank . . . . .	Middle 1/3
A.C.E. total percentile. . . . .	not available
First period grade point average . . . . .	1.14
Final grade point average. . . . .	1.07
Major grade point average. . . . .	0.87
Minor grade point average. . . . .	1.17
Education grade point average. . . . .	1.33
Practice teaching grade. . . . .	E

Case iv. The subject in this case was a young man who was graduated from Montana State University in 1950. His degree was taken in education with a teaching major in health and physical education and a minor in physical science.

The general character of Subject's college work is somewhat above average, although it could not be called "good" or "B" work. Although the pattern of courses remains the same throughout, a change of major was made from health and physical education to education at the beginning of Subject's sophomore year.

Following are the comments of Subject's supervising teacher:

Subject lacks confidence in his work--he has not grown at all during his cadet teaching. He might do a job fairly well if his first year or two be confined to the work of an assistant in all fields.

No remarks or record of Subject's high school work is available, other than his rank and grades, which were purely average with a sprinkling of "D's".

Following is a summary of Subject's scholastic record:

High school rank . . . . .	Middle 1/3
A.C.E. total percentile. . . . .	not available
First period grade point average . . . . .	1.21
Final grade point average. . . . .	1.34
Major grade point average. . . . .	1.90
Minor grade point average. . . . .	1.00
Education grade point average. . . . .	1.37
Practice teaching grade. . . . .	B

Case y. The subject in this case is a young man who was graduated from Montana State University in 1949. His degree was taken in education, with a teaching major in

mathematics and a minor in physical science.

The general character of his college work is slightly above average, and shows considerable variation in pattern. Three other institutions were attended prior to his enrollment at Montana State University, from which a total of 106 credits were transferred. The work at two of the three colleges formerly attended was from average to good in character, while at the third, it was poor.

Following are the comments of Subject's supervising teacher: "With one exception, Subject is the best cadet I have had".

No record is available of comments or remarks from the high school from which Subject graduated.

Following is a summary of Subject's scholastic record:

High school rank . . . . .	Upper 1/3
A.C.E. total percentile. . . . .	not available
First period grade point average . . . . .	1.00
Final grade point average. . . . .	1.66
Major grade point average. . . . .	1.32
Minor grade point average. . . . .	1.38
Education grade point average. . . . .	2.27
Practice teaching grade. . . . .	A



## CHAPTER VI

### SUMMARY AND CONCLUSIONS

#### I. SUMMARY OF METHOD

In order to discover any predictive factors which might exist, which was the primary purpose of this study, the writer considered it essential to do two things: 1) discover as far as possible the nature of the failure; and 2) obtain as much background information concerning the subject as might be available.

The investigation concerning the nature of the failures was conducted by means of interviews with the administrators who responded that they had employed failing teachers. Background material was taken from the following university records: 1) grade transcripts; 2) practice teaching reports; 3) admissions records. In addition, information was obtained from the high schools from which subjects were graduated.

Although an attempt was made to keep the various case reports as uniform in content as possible, a number of differences occur, since the same information was not available in all cases. The interviews with the administrators were reported with a rearrangement of order, but otherwise they are complete as to contents, with verbatim quotations used where appropriate. The various portions of the scholastic records were reported anecdotally with direct quotations

from supervising teachers and a tabular summary of indices and grades was made.

## II. SUMMARY OF FINDINGS

In summarizing the case reports presented in the foregoing chapters, it was decided to attack the series point by point rather than to attempt to draw any broad generalizations from the data, which might be, by their necessary breadth, subject to misinterpretation. Appropriate information concerning university or school of education graduates as a whole will be presented where it is deemed advisable.

Sex. Of those cases studied, the larger number, seventeen, were men, while eight were women. While this would seem to indicate a higher incidence of failure among men than among women, it should be recognized that these figures are absolute. Relatively speaking, this is almost exactly the same ratio that exists for the beginning teachers of 1950-51, a more or less typical group.<sup>1</sup>

Age. Maturity, which is sometimes thought of as synonymous with age, was mentioned by the administrators only twice as a factor contributing to failure. It was noted, however, that in five of the twenty five cases, the subjects

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<sup>1</sup>Montana State University, School of Education, "Follow up Study of Beginning Teachers, 1950-51". March 30, 1951.

under consideration were older than what would be considered the typical college graduate. It is interesting to note that in each case the older subject was a man. With one exception, all had attended college some years prior to attendance at Montana State University. There was no similarity, other than age, among these cases to indicate that some factor, perhaps attributable to increased maturity or concomitant with it, was a part of the cause of failure. It is well to take note of the fact, however, that approximately one third of the men, or one fifth of the total cases were in the age bracket of thirty or over, which is atypical among college graduates as a whole.

Marital status and family. A total of thirteen, or approximately one half of the subjects were married. Of these, eleven were men. In one way or another, family difficulties were thought to have entered into the failures in only two of the total cases. This aspect need not be given too much consideration, however, since it is hardly within the province of teachers' colleges or the education profession to pass on the quality of mates for its members, or to require or discourage marriage as the case may be.

Areas of failure. In each of the cases, the areas in which failure occurred are rather complex. In nearly every instance, it was expressed as some facet of personality,

or personality connected with some other undefinable aspect. In only one case was the area of failure thought to be a clear cut case of inadequate training.

To attempt to categorize the causes, or areas, of failure as pointed out by the administrators interviewed would be both difficult and misleading. A category of some sort can be assigned to each type of failure, but each case will nevertheless remain unique.

In the instances where personality was mentioned as the main factor, the difficulty was manifested as instability in one case, and as quick temper in two others. In three cases the subjects' personality was thought to be of a type unsuited to the maintenance of good discipline. A unique case was one in which the personality difficulty showed up as "queer behavior". Two administrators found the failure in personalities not suited to life in a small town, one because of dissatisfaction, the other from a moral standpoint. Two cases were found in which the subjects' personality was said to be sullen. Other personality diversities were supposed hypochondriasis, unethical behavior, inability to get along with children, lack of confidence, immaturity, unwillingness to admit mistakes, and poor relations with the professional staff.

Naturally, it should be assumed that personality was

involved in cases where it was not listed as the primary cause of failure. The matter of professional and personal ethics is probably closely related to personality. Specifically, ethics was mentioned as a primary cause of failure in two cases. In one, it was connected with other personality trouble. In the other, it was mentioned in connection with a lack of professional training.

Disciplinary problems were listed as primary causes of failure in five cases; twice as the sole cause, and three times as because of or in connection with personality. In nearly all the other cases, discipline was mentioned, not necessarily as a cause of failure, but as an illustration of failure from other causes. In only one case was the subject characterized as an "excellent disciplinarian".

Into what category a lack of agreement with school policy should be put is a matter open to question. It was mentioned twice by the administrators, both as a primary cause and as a facet of personality. Other areas of failure which seem to be unique are: lack of preparation and continued pregnancy.

It can be seen that, according to the administrators, the leading area of failure is in the field of personality, in one aspect or another. Disciplinary problems seem to be the next most frequent, both primary and secondary, with lack of professional training or ethics third. The areas,

together with the others, cannot in practice be separated. They are so intermingled and interdependent that such a separation is impossible. This is due in part, probably, to a disagreement among administrators in their use of terms.

Practice teaching as a predictor. In theory, the grade received by the student in practice teaching is supposed to be, in part, the supervising teacher's estimate of his probable success as a teacher. In practice, this is not always the case, due to a number of factors, among which are the practice of considering "B" as the average grade in practice teaching and the weight of the student's class work at the university. The results here serve as an illustration of the unreliability of the prediction. Of the twenty three practice teaching grades reported, seven were "A's", thirteen "B's" and three "C's". This is a typical distribution.

The remarks of the supervising teacher, also supposed to indicate some sort of estimate of the ability of the student, likewise suffer from what might be called "skewness" if the tendency were manifested in a statistical study. Almost all of the comments reported, while pointing out weaknesses in some cases, concluded that the student would probably make a good, or in some cases, excellent teacher. It is not the business of this study to discover the reasons for this favorable bias, but it has been observed that in many instances the practice teaching grade or report is used

by administrators as a basis for selection of teachers. Knowing this, supervising teachers perhaps tend to be a little more liberal in giving the cadet the benefit of the doubt than would otherwise be the case.

College record. Two of the subjects studied would be classified superior on the basis of final grade point averages. Including these cases, a total of nine, or thirty six percent of the cases exceeded the median grade point average of graduates during the year 1948-49, a period fairly typical of the years during which the subjects graduated.<sup>2</sup> The remainder of the cases fell between a grade point average of 1.00 and 1.43, the median grade point average of all graduates.

In the field of education, approximately the same situation exists. For the school year 1946-47, the latest period for which data are available, the "average grade point average" for the school of education was 1.579.<sup>3</sup> This figure was exceeded by ten subjects or forty percent of those studied.

High school record. As might be expected, the majority of the subjects studied graduated in the upper one third

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<sup>2</sup>Montana State University, Registrar's Annual Statistical report. Summer 1946 - Spring 1949, unpagged.

<sup>3</sup>R. E. Jesse, Unpublished report to the faculty of Montana State University. December, 1947.

of their high school classes. The majority, however, is not as large as might have been expected. Of the twenty cases on which data were available, ten graduated in the upper one third, six in the middle one third and four in the lower one third. One of these last should not be interpreted as actually being below average in scholastic standing, since his grades were excellent, as were those of the other two members of his graduating class. The numbers in each third of their high school classes were three in the upper, two in the middle and none in the lower one third.

Consideration of the comments and remarks made by the principals of the high schools from which the subjects graduated reveals a tendency similar to that observed in the remarks of supervising teachers, that is to present the subjects in the best possible light.

Scholastic attitude. Since some of the subjects transferred to Montana State University from other institutions at which the American Council on Educational Psychological Examination (A.C.E.) is not given, there is a considerable number of cases in which this score, reported in terms of the percentile rank of the total score, was not available. For the sixteen cases reported seven, or forty per cent, of the scores exceeded the fiftieth percentile. Although through an unfortunate coincidence the A.C.E. scores are not available



for any of the comparison cases, it would be expected that a representative sample of graduates would show a different division than that exhibited by these subjects, that is, more than fifty percent of the graduates should exceed the fiftieth percentile inasmuch as the test norms are based on an entering class of freshmen and the test is presumed to have some predictive value with respect to college success.

General. In some of the cases studied, there was a considerable discrepancy between major and minor grade point averages, or among the other indices computed. Enough of these discrepancies do not occur, however, to be of major significance.

Before this study was begun, it was thought by this writer, and proposed by other writers that consistency in following a chosen course of studies might be a predictive factor in teacher success, and that consequently it might be assumed that inconsistency would tend to predict failure. No information to support this view was discovered, however, the number of cases in which such inconsistency occurred being no greater than that which would normally be expected.

It was noted that in some cases of failure, notably among those students who were superior academically, that the tendency was toward intense specialization.

### III. CONCLUSIONS

It was the purpose of this study to attempt to establish some guide or set of criteria for the selection of prospective teachers which would be of use in predicting or indicating possible failure. While it was not possible to discover any predictors, a number of factors have been pointed out which may serve as indicators of the possibility of failure.

Age. The high incidence of failure among men older than the average college graduate would seem to indicate that a certain amount of caution should be exercised in advising those past what is ordinarily considered college age to select teaching as a career. Although age alone is not by any means a determining factor in teacher failure, it may exert a deciding influence in the presence of other factors which tend to indicate teacher failure. These additional factors will be pointed out in a succeeding paragraph.

In attempting to analyze the role played by age in teacher failure, if indeed it does play a role, the old adage to the effect that "you can't teach an old dog new tricks" immediately comes to mind. That there may be some truth to the old saying is suggested by the fact that in three of the four cases of failure of the older teachers, the complaint was made that they refused to accept advice, or were in

possession of rather rigidly fixed ideas. It is common knowledge that as a person matures he becomes less open to suggestion and less subject to change. This is not to imply of course that the subjects in question were crotchety old men experiencing the onset of senile dementia. They were in their early or middle thirties, and probably were simply less pliable than the young college graduate.

Scholastic record. The high school record of an individual probably will not serve too well as an indicator of probable failure because of the rather wide variations in high school grading practices both within the state, and, since teacher trainees come from outside the state, among the various states. The same criticism is true of college grades, but to a lesser degree. There at least the grades are from the same institution and supposedly governed by university policy.

Although the number of undesirable teachers screened out would not justify accompanying loss of qualified candidates, more than half of the failures under study could have been screened out at the college level by establishing as a cutting score the mean grade point average of the university as a whole. In the year 1946-47 the loss from such a program based on education grades only would have been less than forty six percent if all those with a grade point average less than 2.00 in education had been eliminated. Naturally

this is not recommended, but is cited to illustrate the skewness of the university grade curve and to show that the loss of prospective teachers, while great, would not be as much out of proportion to the number of undesirable teachers screened out as would be expected.

Any such program should not be arbitrary or mandatory, of course, and advisement would have to be carried on with any other contributing factors also in mind. Again, as in the case of an older prospective teacher, a student who has a record of low grades probably should be discouraged from entering the teaching profession if there is a sufficient weight of evidence from other sources to indicate that such advice would be proper.

In addition to low grades, there is the problem of the two honor students among the failures cited in the study. This writer is of the opinion that these two students were not typical superior students. Certainly it should not be thought that a majority of superior students are as effeminate as the subject in Case XIX, nor have they the extreme disinterest in teaching manifested by the subject in Case XXV.

Scholastic attitude. Much of what has been said concerning scholastic record also applies in this case. Since A.C.S. scores are presumably predictive of scholastic standing, they should, if scholastic standing is indicative of

probable failure, so also will be scholastic aptitude, only to a lesser degree, depending on the degree of relationship between the two.

Areas of failure. In a study of the areas of failure, one important point stands out. In the majority of cases, the failure was thought due to a factor so complex as to be the subject of much disagreement among those who devote much study to it. That factor is personality. It is not so surprising then, that a great deal of disagreement as to what constitutes personality is found among school administrators, who are not professional psychologists. The existence of this disagreement points to a possible conclusion concerning this area of failure. It has been noted that most of the subjects in this study exhibited mediocre scholarship. It is interesting to speculate that this mediocre, or by some standards, poor scholarship and its probable resultant of poor teaching may contribute a halo effect in the administrators' judgment of these teachers, making them conscious of shortcomings that would otherwise be unnoticed.

The matter of discipline does not seem to be too significant. It has been noticed by this writer that disciplinary problems are faced by many beginning teachers. The mere fact of poor discipline would seem to be insufficient as a cause of failure without the operation of other factors.

Ethics and professional training would seem to be of some importance. Further, it should be possible to detect poor ethics at the college level in the one case, and to correct a lack of professional training in the other.

Summary of conclusions and major conclusion. The three factors named above as probable indicators of possible failure may all be of some value in assessing the chances of failure in a particular case. They are, however, of the crudest sort; incapable of making distinctions with the degree of fineness necessary for true prediction, and, because of the subjectivity involved in their use they are probably too unreliable for general use in prediction.

The only conclusion that seems possible then, is that failure, and therefore success, in teaching is not subject to prediction by the means presently at hand. This may be because of certain unpredictable factors which are determined mainly by chance, such as interpersonal relationships between the failing teacher and his associates. It is entirely possible, and indeed has to this writer's knowledge happened that a failing teacher in one situation will be entirely successful in another. The chance of placement may well be the determining factor in teacher success or failure.

Recommendations. The fact that this study did not succeed in establishing any predictors of failures does not

mean that the method of approach was of little value. Rather severe limitations of time, availability of information and funds were imposed. The technique employed here seems rather to be a valuable one, if it can be expanded sufficiently in scope. If time and funds were available, the ideal approach would be a longitudinal study of an entire entering class in a school of education, employing the various psychological measures and following each individual through at least his second year of teaching. An attack of this sort would overcome in part the difficulty of obtaining information from old and not too complete records, and would, through the multiplicity of measures employed, stand a better chance of discovering a true predictive instrument.

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## APPENDIX

## GUIDE SHEET USED FOR INTERVIEWS WITH ADMINISTRATORS

1. Name
2. Year hired
3. Subjects taught
4. Sex
5. Marital status
6. Number of children if married.
7. Was failure attributable to lack of preparation in subject field, lack of profession training or to personality or other factors?
8. Can you give specific examples of difficulties?
9. In your opinion, what are the qualities essential in a good teacher?
10. How did this teacher live up to those standards?
11. Do you think he (or she) could become a good teacher?
12. If yes, how, if no, why not?

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If not mentioned previously.

Personal appearance?

Discipline?

Student respect?      Why or why not?

How is teacher accepted in community?

How does teacher respond to community?

## LETTER OF INQUIRY SENT TO SUBJECTS' HIGH SCHOOL PRINCIPALS

Dear Sir:

. . ., who graduated from your high school in 1942, and who received teacher training at Montana State University has been selected as a subject in a rather intensive series of case studies. The object of these studies is the establishment of some sort of basis for selection and guidance of prospective teachers.

Although his high school transcript is on file at the University, together with letters of recommendation, certain essential information is not available from any other source than the high school.

We need to know, specifically:

1. Was he employed while in high school, and if so, by whom?
2. Did he, while in high school, display any outstanding personality or character traits, good or bad?
3. What was his attitude toward school?
4. To what extent did he participate in extracurricular activities?
5. What is your personal opinion of his chances of success as a high school teacher?
6. An offhand account of the general impression made by this student would be most helpful.

If you do not personally remember this student, please pass this letter on to some faculty member who has had contact with him. Please rest assured that all replies are confidential, and that names are used only for the purpose of further search of the records.

Thank you for your cooperation.

Sincerely,